

**Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction**

Lesson Plan Template

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Program/County: Oldham County Adult Education	Director: Suzette Ertel

Title: Cloudy With a Chance of Meatballs	Content area: Reading Comprehension
Length of lesson: 45-60 minutes	NRS Level (s): grade level 2-5

	At the end of this lesson, students will be able to:
	Students will be able to identify vocabulary words, make predictions of the story, put the story in sequential order, and identify story elements (Title, Author, Setting, Beginning, Middle, and End) by using a story map.

		<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <p>What is the main idea of the story? What was Grandpa making? What “object” was flying around the kitchen?</p>	<p>The means of assessment and check for understanding will be:</p> <p>Students will orally answer questions and put the events of the story in sequential order and I will review the students' completed story map.</p>
Pre-teaching		<p>Have you ever heard of this book or the movie that was made a few years ago about this book?</p> <p>What do you think it would be like to live in a place where food really did come from the sky?</p> <p>Would you like to live in a place like this? Why or Why not? What might be some problems that occur in this town?</p> <p>What foods would you like to see fall from the sky?</p>	

Teaching		<p>Students in pairs will be assigned a passage from the book with a particular vocabulary word. They will work together to construct the meaning by using strategies like context clues. They will then use dictionaries to find the definition that should be used for that word in the story.</p> <p>I will read the story as they follow along with their own copies. I will ask comprehension questions such as</p> <p>What was Grandpa making? That “object” is flying around the kitchen? What is the name of the tiny town?</p> <p>What did they use to sail away from the town?</p> <p>As a class, the students will put the sentence strips in sequential order on the board.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<p>Students will use a story map to determine the setting, beginning, middle, and end of the story.</p> <p>If time allows, students will use 3 of the 5 vocabulary words to write a paragraph telling me what they would do if they lived in the town of Chewandswallow.</p>
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<p>Students will complete a story map to identify all of the key elements.</p>
<p>Text and Materials</p> <ul style="list-style-type: none"> Authentic Based on students interests and goals 		
		<p>“Cloudy with a Chance of Meatballs” by Judi Barrett</p> <p>paper</p> <p>pencil</p> <p>story map</p> <p>sentence strips</p> <p>dictionaries</p> <p>chalk/chalkboard</p>

How learning can be extended at home?	<p>Would you talk about this book/movie with your child?</p> <p>When you are reading, do you try to figure out what will happen next? Do you stop and ask yourself questions as you read? Do you look up words in the dictionary if you don't know them? Doing what we did in class today can be done with any type of material that you are reading.</p>
Key vocabulary	<p>frankfurter</p> <p>sanitation</p> <p>prediction</p> <p>abandon</p> <p>incident</p>
Use of technology (if appropriate)	<p>Computer use is not allowed.</p>